

PERCEIVED CLASSROOM MANAGEMENT AND STUDENT LEARNING MOTIVATION IN SOCIAL STUDIES OF TAIWAN JUNIOR HIGH SCHOOL STUDENTS

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ABSTRACT

In this study, we investigated the current situation of junior high school (JHS) student perceptions of classroom management and student learning motivation in social studies and the association between these 2 factors in Taiwan. We devised a questionnaire regarding social-studies classroom-management and student learning-motivations in social-studies as the research tool. Public JHS students in Taiwan were the study population. This study adopted multistage stratified-cluster random sampling and recovered 1,769 valid questionnaires. The results were as follows: (1) Social-studies classroom management as perceived by JHS students was above average. In order from high to low, the dimensions of social-studies classroom management were classroom-environmental management, learning atmosphere and teaching activities. (2) Social-studies learning motivation as perceived by JHS students was above average. In order from high to low, the dimensions of JHS social-studies student learning motivation were work values, self-efficacy and external reinforcement. (3) Improved social-studies classroom management was associated with strong student learning motivations. (4) Social-studies classroom management could be used to predict student learning motivation effectively. The learning atmosphere was the strongest influence on overall student learning motivations.

Keywords: social studies, classroom management, learning motivation.